

INSPECTION REPORT

RUSHMERE HALL PRIMARY SCHOOL

Ipswich

LEA area: Suffolk

Unique reference number: 124679

Headteacher: Mrs Linda Munns

Reporting inspector: Ms Ruth Frith
2490

Dates of inspection: 30th November – 1st December 2000

Inspection number: 224724

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11 years

Gender of pupils: Mixed

School address: Lanark Road
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Appropriate authority: Governing Body

Name of chair of governors: Mrs Ange Small

Date of previous inspection: 13th – 17th October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rushmere Hall Primary School is a community school for boys and girls of all abilities aged 3 to 11 years. There are 434 pupils on roll, including 50 children who attend the nursery part-time. The school is situated in Ipswich and pupils come from a mixed catchment area, which includes both private and social housing. The school population reflects a wide range of socio-economic backgrounds and the percentage of pupils entitled to free school meals is broadly average. On entry to the school, most children have average levels of attainment. Approximately 10 per cent of pupils come from ethnic minority groups and a few come from homes where English is not the first language of communication. The school has a Language Unit for children up to seven years of age and a Hearing Impaired Unit for children up to eleven. Consequently, the school has a well above average percentage of pupils with a statement of special educational needs, although overall the number of pupils identified with special educational needs is broadly average.

HOW GOOD THE SCHOOL IS

Rushmere Hall Primary School is a good school which serves the community well. The quality of teaching is good and encourages the pupils to work hard and develop positive attitudes. Most pupils make good gains in their learning and reach well above average standards by the time they leave the school. Staff and governors have a strong commitment to maintaining these high standards whilst also offering a broad and interesting curriculum. The leadership and management of the school are also good and the headteacher has the confidence of pupils, parents, staff and governors. The school provides good value for money.

What the school does well

- Results in national tests and assessments for pupils at the end of their last year in school are well above average in English, mathematics and science.
- The quality of teaching is good overall and very good in nearly a quarter of lessons.
- Support for pupils with a wide variety of needs is good, and this reflects the school's strong commitment to its aim of inclusive education.
- Pupils have good attitudes to school. They arrive on time and are keen to take part in school activities, including those out of formal school hours.
- The good provision for pupils' spiritual, moral and social development contributes to their good behaviour, relationships and personal development.
- Management and leadership of the school are good. The headteacher, staff and governors are strongly committed to the maintenance of high standards.
- Parents have positive views about the school and are pleased with the education it provides. Day-to-day communication with parents is good.

What could be improved

- Although currently pupils are making good progress at Key Stage 1, in previous years they have attained below average standards in reading, writing and mathematics by the time they are seven. Teachers need to continue to assess pupils' work carefully in order to identify strengths and weaknesses and the pupils' next stages in learning and share the best teaching practice.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997 when the quality of education provided, the school's climate for learning, management and efficiency were good. Since then, the school has successfully maintained good practice in these areas and addressed the key issues identified in the inspection report. The quality of teaching has improved and standards achieved in English, mathematics and science are now above those reported in the last inspection at Key Stage 2. The school has been less successful in raising standards at Key Stage 1. Pupils also attain better standards in information and communication technology and design and technology, which were seen to be weaker areas of the curriculum in the last inspection. Here, staff have developed new policies and schemes of work, purchased a better range of resources and increased their own knowledge and understanding of the subjects through staff training. Overall, teachers' planning has improved and this has led to the provision of tasks and activities, which are better matched to the pupils' levels of attainment. Consequently, the wide variety of pupils' needs in the school are met, including those of the higher-attainers. The strands of special education needs provision are now better co-ordinated so, here too, pupils' needs are met through good quality support. The role of co-ordinators has developed to ensure that a clear view of the curriculum, teaching and learning in each subject are identified across both key stages. Pupils are encouraged to develop their personal expression through the class council sessions and through participating in the wide range of extra-curricular activities provided by the school. Staff apply the school's behaviour policy consistently and this results in most pupils displaying good behaviour. Aspects of leadership and management have improved, with members of the governing body and curriculum co-ordinators having more specific roles. Formal systems are now firmly established for monitoring and evaluating the work of the school and the standards achieved, and staff and governors are more involved in the school development planning process.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	A	A	A	well above average A above average B average C below average D well below average E
mathematics	C	A	A	A	
science	C	A	A	A	

These results show that in the 2000 national tests at the end of key Stage 2 the performance of pupils in English, mathematics and science was well above the national average when compared with all schools and when compared with schools whose pupils come from a similar background. Over the last four years the trend in the school's improvement in English, mathematics and science has been above the national trend. The school has been successful in achieving its targets in English and mathematics. Evidence from this inspection confirms that the standards of pupils in the current Year 2 are average in English, mathematics and science. Standards of pupils in Year 6 are currently above average and they are on course to reach the targets set in English and mathematics. There is an increased number of pupils with special educational needs in this year group and although they are progressing well, they may not reach the standards appropriate for their age by the time they leave school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are interested in what they do. They are proud of their achievements and keen to talk about their work.
Behaviour, in and out of classrooms	Good throughout the school. Staff outline clear boundaries for what is acceptable and unacceptable behaviour and the vast majority of pupils respond well to this.
Personal development and relationships	Pupils' personal development and relationships are good. Pupils quickly settle into school routines and develop in confidence as they progress through the school. By the time they leave school they are responsible and independent learners. Relationships within the school are good and help to create a secure and stimulating learning environment.
Attendance	Good. The attendance rate is above the national average. Lessons start promptly and no time is wasted.

The pupils' good attitudes, behaviour and relationships provide a good basis for their learning and make a positive contribution to the standards that they achieve.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Across the school, the quality of teaching is very good in 22 per cent of lessons, good in 56 per cent and satisfactory in 22 per cent. No unsatisfactory teaching was observed. This quality of teaching represents an improvement since the last inspection. The teaching of children in the Foundation Stage is good and particularly effective in developing their personal and social skills and attitudes to learning. These strengths are built upon successfully in Key Stage 1 and Key Stage 2, where the school focuses on developing the core skills of literacy and numeracy within a broad and relevant curriculum. The quality of teaching in English and mathematics is good, with some very good teaching in Years 2 and 6. Very good specialist teaching was also observed in music and in a lesson with hearing impaired pupils. Teachers have satisfactorily adopted the literacy and numeracy strategies and many use the format of these sessions when teaching other subjects. In the best lessons, they help pupils to understand the relevance of what they are doing by sharing with them the learning objectives for the lesson and encouraging them to review their achievements at the end of the session. Clear targets are set for pupils and consequently they are aware of how they can improve their work. Teachers are encouraging, and this results in most pupils becoming confident, keen to answer questions and put forward their own points of view. Teachers' explanations and instructions are generally clear and they make good use of questions to engage pupils in learning. Additional support for pupils with special educational needs is good and well managed. The smaller group size afforded by this additional support and the clear identification of learning needs result in these pupils making good progress. Similarly, good support for pupils who are learning English as an additional language results in good progress. The school meets the needs of all pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities presented to pupils are good overall, with provision for extra-curricular activities being very good.
Provision for pupils with special educational needs	Pupils with special educational needs receive good support and progress well towards the targets set in their individual education plans. A wide variety of needs are catered for and pupils are fully integrated into the life of the school.
Provision for pupils with English as an additional language	Pupils make similar progress to others in the class due to effective teaching. This ensures that they have good access to the full curriculum.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and social development is good. The school develops a range of positive values in the pupils, including those of care and respect. Provision for cultural development is satisfactory.
How well the school cares for its pupils	Staff have good knowledge and understanding of their pupils and make good provision for their welfare, health and safety.

The headteacher is keen to ensure that pupils experience a rich and varied curriculum and that they leave school confident in what they can do, having experienced success. As well as meeting the requirements of the National Curriculum, religious education and other national initiatives, staff provide a wide range of activities which develop pupils' academic and personal skills well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership and management of the school play a key role in the promotion of high standards. The headteacher is effective in motivating staff and building a team with a shared sense of values and purpose. She is ably assisted by the senior management team and subject co-ordinators.
How well the governors fulfil their responsibilities	Governors play an integral part in the leadership and management of the school. The chair of governors is experienced and knowledgeable and ensures that the new governing body members are well informed and fully involved in any decisions. All statutory requirements are met.
The school's evaluation of its performance	Good in analysing the strengths and weaknesses of the school and deciding what needs to be done next.
The strategic use of resources	The school manages and uses its resources well and priorities for development are appropriately financed. Correct tendering procedures are followed and staff and governors seek to obtain the best value for their spending.

The success of the school stems from strong management. There is a clear vision for the development of the school with a specific focus on teaching and learning. Pupils come into the school with average levels of attainment. Overall, they are well taught and this results in pupils having good attitudes to learning, behaviour and relationships. They attain well above average standards by the time they are 11 years old.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and they make good progress. • Behaviour in the school is good; the school is helping children to become mature and responsible. • Staff encourage pupils to care for others, the local area and community. • The teaching is good and staff expect their child to work hard and achieve his or her best. • The school is well led and managed and parents feel comfortable about approaching staff. 	<ul style="list-style-type: none"> • A minority of parents would like a closer working relationship with school staff. • More information about how their child is getting on.

Inspectors endorse the positive views held by parents and the regard they have for the school overall. Teaching in the school is good and results in pupils behaving well and working hard. The school is effective in transmitting strong positive values and pupils enjoy their learning. Leadership and management of the school are also good. The inspectors understand the wish of some parents to have more information about how their child is getting on, but believe that staff offer appropriate opportunities for them to make contact and talk about their children, and supply them with appropriate written information.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in national tests and assessments for pupils at the end of their last year in school are well above average in English, mathematics and science.

1. Compared with all schools and also with schools having pupils of a similar background, Rushmere Hall School attained well above average standards in English, mathematics and science in the National Curriculum tests for eleven-year-olds in 2000. The number of pupils who achieved a level higher than that expected for their age was also well above the national average in all three subjects. This indicates that the school has maintained high standards over the last two years and is improving at a rate higher than the national trend. The school surpassed its set targets in English and mathematics by quite a considerable amount. Evidence gained from observing lessons, talking to pupils and looking at their work shows that pupils in the current Year 6 are in line to maintain high standards overall. However, there is an increased number of pupils with special educational needs in this year group who, although progressing well, may not reach the standards appropriate for their age.
2. The school has successfully implemented the literacy and numeracy strategies. Teachers generally have good subject knowledge and use the different sections of the sessions to maintain pupils' interest and develop their learning. Pupils' progress is particularly good in Years 5 and 6 where teachers have high expectations of what pupils can do. Many of the pupils in a Year 5 literacy lesson claim to love literacy and state that the teacher 'makes it fun'. This was observed when the pupils displayed particular enjoyment when writing news reports created from a given photograph. The teacher was able to maintain a good balance between encouraging hard work and also identifying humorous examples, which maintained the pupils' interest. Consequently, most pupils were keen to complete the task and share their work with others. Similarly, in a very good Year 6 literacy session, pupils worked hard to please the teacher and reflect the high expectations which she set. The pace of learning was particularly good in this lesson as the teacher used all aspects of the literacy framework to extend and consolidate the pupils' learning.
3. Pupils are encouraged to listen to the views of others and respond in a positive manner throughout the school. Some teachers are particularly effective in improving pupils' speaking skills by extending their range of vocabulary and valuing what they say, as in a Year 6 Class Council session. Here, pupils were seen speaking confidently and sensitively about a range of subjects of current interest. The teacher's confidence in managing this session was a key feature in the development of pupils' skills. Above average standards in speaking and listening are seen towards the end of the key stage as pupils gain in confidence. Pupils' reading skills are developed well, as indicated in a Year 4 lesson, where the teacher showed how reading could be improved by taking further note of the punctuation in a set text. Most pupils read texts with fluency and accuracy, and effective questioning by the teacher helps pupils to appreciate how language is used to create interest in a story. In the best lessons, the high expectations of teachers ensure that pupils are encouraged to work hard to develop, and use, a wide range of vocabulary in their writing. The work on display and in their books indicates how pupils have carefully chosen appropriate vocabulary for the effect it has on the reader. By the time they leave school, pupils have had practice in writing for a variety of purposes and this helps to support the above average standards that they achieve.
4. The introduction of the numeracy lessons is stimulating pupils' interest, particularly in mental calculations, and they are gaining in confidence and competence. Pupils in a top set in Year 5 quickly gave accurate answers to questions, which needed recall of multiplication and division facts. They enjoyed changing fractions to decimals and

remembering the product of a range of given numbers. The effective questioning of the teacher was a key factor in pupils developing their mathematical thinking. In a Year 6 lesson for higher attaining pupils, the high degree of pupil participation and brisk pace of learning resulted in them making very good progress and reaching levels of attainment which are well above average for their age. Most teachers have high expectations and plan lessons with activities that build well on pupils' prior knowledge and understanding. This, together with the very good use of mathematical language and use of practical examples to confirm and clarify learning points, results in pupils making good gains in their learning and attaining above average standards. This was particularly evident in Year 5 and Year 6 classes.

5. Pupils make good progress as a result of the high expectations of staff, the provision of a broad curriculum and the pupils' good behaviour and attitudes to learning. In most cases, teachers mark the pupils' work well and use the information gained from this to correct any misunderstandings and indicate to pupils how they can improve their work. This has enabled teachers to focus their attention on areas that are likely to make a difference to pupils' levels of attainment. For example, in Year 5 the teacher realised that some pupils were experiencing difficulties with changing tenses correctly in their writing, so skilfully recapitulated on this aspect in the next lesson.
6. Although lesson observations were not possible in each area of the curriculum, it was clear from talking with pupils and looking at their work that the good standards achieved in literacy and numeracy help them with their learning in other areas of the curriculum. A review of pupils' science work indicates that by the end of the key stage pupils are working at levels above those expected for their age and, for example, have good knowledge of plants and animals as they record their work on food chains.

The quality of teaching is good overall and very good in nearly a quarter of lessons.

7. Across the school, the quality of teaching is very good in 22 per cent of lessons, good in 56 per cent and satisfactory in 22 per cent. No unsatisfactory teaching was observed. This quality of teaching represents an improvement since the last inspection and is a key factor in the raising of standards, particularly in Years 5 and 6. The teaching of children in the Foundation Stage is good and staff have responded well by adapting the curriculum to ensure it takes note of recent national guidance. Children in the reception class responded well to a literacy session observed which developed their responses to stories whilst also developing their skills in recognising letters and the sound that they make. In another lesson, the children's skills were also developed through the provision of a range of activities that focused on extending their knowledge and understanding of the world and their personal, social and creative development.
8. Children's strengths are built upon successfully in Key Stage 1 and Key Stage 2, where the school focuses on developing the core skills of literacy and numeracy within a broad and relevant curriculum. The quality of teaching in English and mathematics is good, with some very good teaching in Years 2 and 6. In a Year 2 literacy lesson, pupils made very good progress in their writing as a result of the teacher's careful planning and very good teaching which built systematically on the previous day's work. The teacher gave good feedback to pupils and indicated how they might improve their work. This resulted in most pupils writing as well as they could. The setting of pupils in classes with those of similar levels of ability is proving effective in raising pupils' attainment at Key Stage 2.
9. One of the most significant factors in improving the quality of teaching since the last inspection has been the identification of clear learning objectives, through careful planning, and the sharing of these with the pupils. In the best lessons, this helps pupils to understand the relevance of what they are doing and encourages them to work towards set targets. Consequently, pupils are aware of how they can improve their work and they are able to review their achievements at the end of the lesson.

Additional support for pupils with special educational needs is good and well managed. The smaller group size afforded by this additional support and the clear identification of learning needs result in these pupils making good progress towards the targets set in their individual education plans. Similarly, effective teaching for pupils who are learning English as an additional language results in good progress.

10. Teachers have addressed the key issues identified in the last report, and improvements in teaching, particularly in design and technology and information and communication technology, have resulted in a better experience for pupils. The curriculum has been improved in both these areas and teachers now teach in a way that systematically develops pupils' skills. Resources have also improved and pupils have greater access, for example, to the computers. Good links are made between these two curriculum areas and science when pupils in Year 5 design and make a cardboard container to contain an electronic game.
11. As well as recognising the need to provide pupils with a good grounding in literacy and numeracy, the school is keen to ensure that pupils experience a broad and rich curriculum, which stimulates their interests and encourages a desire for learning. Very good specialist teaching was observed in a music lesson with pupils in Year 2. Here, the teacher's very good subject knowledge and enthusiasm for the subject were used well to stimulate the pupils' interest and engage them in activities to develop their knowledge, skills and understanding of pitch.
12. Support staff are seen as valued members of the teaching team and make a significant contribution to the work of the school and pupils' progress. This results in a staff that is keen to do its best for pupils. Teachers are involved in providing the good range of extra-curricular activities, which is further evidence of their commitment to the pupils' all round education. Teachers and support staff take pride in the pupils' achievements through the display of their work. It is of a good standard and contributes positively to the raising of pupils' self-esteem and confidence. Communication within the school is good and adults act as good role models to pupils, who emulate their behaviour and attitudes.

Support for pupils with a wide variety of needs is good and this reflects the school's strong commitment to its aim of inclusive education.

13. The school has good systems to identify the individual needs of pupils and cater for the wide range of pupils in school. Teachers and support staff know their pupils well and are quick to identify those who are experiencing difficulty with their learning. The role of the co-ordinator of special educational needs has been extended since the last inspection and good improvements have been made to ensure that all the strands of special educational needs provision are managed and co-ordinated more effectively. For example, the co-ordinator for special educational needs works more closely with staff in the Language Unit and Hearing Impaired Unit, as well as with teachers in the mainstream school, to ensure that the work set is appropriate. She also ensures that staff are kept up-to-date with developments through identified staff meetings each term. A key development since the last inspection has been the move away from working with pupils outside of their lessons to a more integrated approach so that they have the opportunity to learn alongside their peers. The extension of the role of classroom assistants has been another key factor in this development and the additional support now provided ensures that pupils make good progress towards the targets identified in their individual education plans. Formal systems assess and record pupils' attainment and progress and data gained from these is used to challenge them in their learning.

14. The work of the Language Unit and Hearing Impaired Unit is significant in the progress which these pupils make. Pupils identified as hearing impaired are encouraged to play a full part in the life of the school and are very well integrated. Timetables are well developed and specialist staff well managed to provide a consistent approach to teaching and learning. High expectations are set for these pupils and the quality of teaching is good overall and sometimes very good. The very good teaching observed in a mathematics lesson for pupils in Year 4 resulted in them making good progress as a result of the teacher's high expectations, very good communication skills and good range of activities, which maintained the pupils' interest. Pupils in the Language Unit receive effective support which ensures that they make good progress towards the targets set in their individual education plans. Careful planning ensures that work is provided which builds on previous learning systematically and in small stages. In a literacy session, the additional skills of the classroom assistant and speech and language therapist were well used to develop pupils' responses to learning and improve their ability to discriminate between sounds. The classteacher used the end of the session effectively to consolidate the pupils' learning and celebrate their achievements.

Pupils have good attitudes to school. They arrive on time and are keen to take part in school activities, including those out of formal school hours.

15. The pupils' attendance rate for the last year was above the national average and reflects their good attitudes to the school. Responses from the parents' questionnaires indicate that 95 per cent of pupils like school. Pupils are well motivated and respond positively to the teachers and the activities provided. Many attend activities out of formal school hours and this helps to develop their skills, as in the football club and 'Singing Squad' and also enhances their self-esteem and social development. Several pupils volunteered their very positive experiences in the bird club which has obviously developed an interest otherwise untapped.
16. Pupils' attitudes to learning are good and a reflection of the expectations of staff and the support and encouragement of many parents. Most pupils are eager to improve their work and have pride in their achievements. They were keen to identify their own work on display and talked about it positively. The quality of display in the school is effective in raising pupils' self-esteem and also enhancing the environment. Pupils listen well to each other and to the teachers, and generally settle quickly to tasks when asked to do so. Pupils become increasingly independent as they get older. By the time they leave school, they are clear about what they should learn, work well on their own and have the confidence to ask for help when they need it. They show respect for the school, the people within it, and resources. Pupils indicate that they have a clear understanding of the importance of their own learning and most know how they can improve their work. This is supported by the way teachers explain the next steps to be taken in learning, through the marking of pupils' work and through the setting of targets. The pupils' good attitudes to school and to their learning are key features in ensuring that they settle quickly and make good progress.

The good provision for pupils' spiritual, moral and social development contributes to their good behaviour, relationships and personal development.

17. The school is a caring community with a good ethos based on the values of respect, tolerance and co-operation. It is enhanced by the good relationships evident throughout. Pupils work together well, for example, when writing a news report in Year 5 and when completing a slide presentation in a Year 6 information and communication technology lesson. They also play well together outside under the caring support of the midday assistants. Provision for pupils' spiritual, moral and social education is good and helps to support the working atmosphere evident throughout the school day. Music provision enhances pupils' responses and spiritual education. Assemblies are used effectively to confirm the school's expectations and to guide

pupils in their knowledge and understanding of the world. It is also developed through formal lessons where pupils are asked to respond to issues through, for example, the reading of stories, and through the daily interactions between staff and pupils. Parents believe the school encourages good integration and a need for pupils to be sensitive and caring of each other. Pupils learn a good sense of personal and community responsibility, through participating in a variety of activities such as providing gift boxes for Romania, and are aware of children in need elsewhere. The good range of extra-curricular activities and visits to places of interest further enhance pupils' social development by encouraging them to interact in a setting other than a formal lesson.

18. On entering school, pupils quickly become familiar with the school's policies and procedures and respond well to the expectations placed upon them. The school's expectations regarding good behaviour towards others are clearly outlined by staff and demonstrated by their daily interactions with pupils. Communication between staff and pupils is positive, friendly and supportive. This results in pupils who feel valued and, in turn, value others and their property. In classrooms, around the school and in the playground, the behaviour of pupils is good. Formal systems of rewards encourage pupils to give of their best. Assemblies such as the Key Stage 1 and Key Stage 2 Celebration Assemblies are used effectively to confirm the school's expectations and celebrate the pupils' individual successes and achievements. A key feature of the success of the school is the consistent approach adopted by all who work there. This results in pupils who feel safe and well cared for. Throughout the school, respect and tolerance for others are displayed by pupils in the way they work and play together.

Management and leadership of the school are good. The headteacher, staff and governors are strongly committed to the maintenance of high standards.

19. The headteacher has a clear vision for the school and central to this is the provision of high quality teaching to ensure good standards. She has developed a good senior management structure, which has developed the skills of key staff and has ensured that the school has kept-up-to-date with current initiatives. The school's aims of raising standards and improving the quality of education are increasingly reflected in its work. Good systems are used to monitor pupils' progress and to evaluate the quality of teaching. The school's tracking system, which indicates the gains that pupils have made in their learning, highlights that the vast majority of pupils meet the targets set by the school, although in some cases this does not equate with the national levels of attainment.
20. The school has successfully addressed the key issues arising from the last inspection. Governors give full support to the school, and they and the headteacher have worked hard to make improvements. The chair of governors, in particular, maintains very good liaison with the school and is clear about its strengths and areas for development. Several of the governors are new but have quickly become familiar with their roles and responsibilities through the guidance of others and attendance at courses. Overall, governors have sound levels of knowledge and are well informed, which helps them to be fully involved in discussions and developments. They have trust in the headteacher and staff. Governors, headteacher and staff continue to show a clear commitment to maintaining the pace of improvement. There is an established culture of monitoring and target setting that keeps the school moving forward towards achieving its aims. The school development plan sets a clear agenda for improvement and is the result of an effective consultation process. Governors fulfil their statutory responsibilities. They have good control over the budget and have spent a considerable amount of time to ensure the best value for their spending. This has resulted in the school providing good value for money.

Parents have positive views about the school and are pleased with the education it provides. Day-to-day communication with parents is good.

21. Parents, through responses in the questionnaires and comments at the parents' meeting, expressed a high level of satisfaction. They believe that standards are good by the end of Key Stage 2 and the quality of teaching is also good overall. The vast majority of parents think that their children like school and are making good progress. They believe that pupils are expected to work hard and that the school helps pupils to become mature and responsible. Parents like the values of the school and the way in which individual achievement and good behaviour are promoted and recognised through assemblies. Parents state that the school has improved since the last inspection and has become more 'open' and 'welcoming' to parents. They believe the school is well led and managed and the headteacher is 'always available' to discuss any issues or concerns.
22. Good links are made with parents and they are kept well informed. The school is sensitive to the changing needs of parents for information about the progress their children are making and has reviewed reporting systems in an attempt to provide parents with more relevant information. The school believes that there is a need to review this periodically in order to improve its practice. The Parent Teacher Association raises substantial funds to support projects, and staff and parents work well together on annual events. Parents also support teachers well by accompanying pupils and staff on school visits and supporting in classes. A significant number of parents regularly support learning in school through activities such as reading and craft work. Most parents are interested in the school and encourage their children to work at home. The contribution that parents make to their children's learning and the support that they give to the school are important factors in the progress which pupils make and the standards that they achieve.

WHAT COULD BE IMPROVED

Although currently pupils are making good progress at Key Stage 1, in previous years they have attained below average standards by the time they are seven.

23. Since the last inspection, the school has made significant improvements in the curriculum, assessment and teaching which has resulted in higher standards by the end of Key Stage 2. Teachers have carefully identified strengths and weaknesses in the pupils learning and adapted the Key Stage 2 curriculum in order to make it more relevant to the wide range of pupils' needs. Overall provision has improved, for example, by the development of booster classes and the setting of pupils in classes with pupils of similar ability. This has resulted in teachers being able to more easily target appropriate work. During this time, although improvements have also been made at Key Stage 1, these have not yet been reflected in the levels of attainment achieved by pupils aged seven. The school has analysed reasons for this and has adopted strategies to raise standards. Staff changes have been made, and the introduction of the literacy and numeracy strategies are beginning to bring improvements. Consequently, the quality of teaching overall has improved. Staff are aware of the need to further improve the assessment of pupils' work and progress in order to identify strengths and weaknesses and identify the next stages in their learning. Members of the senior management team are also aware of the need to identify and share examples of good teaching practice in order to raise the overall standards of teaching.

24. Standards of attainment in the Key Stage 1 National Curriculum tests will always be affected by the number of pupils with special educational needs, many of whom attend the Language Unit. Although these pupils mostly make good progress, this is often insufficient to bring them up to the national levels of attainment by the time they are seven. Pupils currently in Year 3 reached standards in the 2000 National Curriculum tests which were below average when compared with all schools and well below average when compared with schools having pupils of a similar background. This year group included a high proportion of pupils with special educational needs and pupils had received some disruption to their learning as a result of teacher absence. The school has tried to remedy provision for these pupils by appointing an additional teacher so that class sizes can be reduced for literacy and numeracy lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve standards of attainment in reading, writing and mathematics at Key Stage 1 by:
 - * carefully assessing pupils' work in order to identify strengths and weaknesses;
 - * using the findings of this assessment to clearly identify the next stages in pupils' learning;
 - * ensuring that best teaching practice is shared.

(Paragraphs 23, 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	22	56	22	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	384
Number of full-time pupils eligible for free school meals	0	80

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	33
Number of pupils on the school's special educational needs register	3	95

English as an additional language	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	40	28	68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	27	31
	Girls	23	21	24
	Total	52	48	55
Percentage of pupils at NC level 2 or above	School	76 (77)	71 (81)	81 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	31	29
	Girls	20	23	20
	Total	48	54	49
Percentage of pupils at NC level 2 or above	School	71 (80)	79 (81)	72 (83)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	34	41	75

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	31	32
	Girls	39	35	40
	Total	68	66	72
Percentage of pupils at NC level 4 or above	School	91 (95)	88 (82)	96 (98)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	29	32
	Girls	33	33	38
	Total	58	62	70
Percentage of pupils at NC level 4 or above	School	77 (92)	83 (82)	93 (94)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	25
Indian	4
Pakistani	0
Bangladeshi	7
Chinese	2
White	342
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.9
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	294.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	3
Total aggregate hours worked per week	47.5

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1999/2000
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	£
Total income	925,851
Total expenditure	943,088
Expenditure per pupil	2,154
Balance brought forward from previous year	66,195
Balance carried forward to next year	48,958

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	409
Number of questionnaires returned	107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	4	1	0
My child is making good progress in school.	54	43	0	2	1
Behaviour in the school is good.	25	65	6	2	2
My child gets the right amount of work to do at home.	34	51	12	1	2
The teaching is good.	53	44	1	1	1
I am kept well informed about how my child is getting on.	25	51	20	4	0
I would feel comfortable about approaching the school with questions or a problem.	56	38	5	0	1
The school expects my child to work hard and achieve his or her best.	52	42	4	1	1
The school works closely with parents.	26	57	14	1	2
The school is well led and managed.	54	45	1	0	0
The school is helping my child become mature and responsible.	37	57	5	0	1
The school provides an interesting range of activities outside lessons.	39	42	9	0	9

Other issues raised by parents

Pupils thoroughly enjoy the residential visit to Wales.

Parents think that there are some incredibly good teachers and were keen to ensure that teachers' approaches were consistent over a period of time.

Parents indicated that they thought the standards and progress of pupils in Year 3 had been affected by disruptions in their teaching. They had been taught by short-term supply teachers.